



Grade K English/Language Arts

Performance Rubric

<i>ELA Content Areas</i>
Reading: Foundational Skills
Reading: Literature
Reading: Informational Text
Writing
Speaking and Listening
Language

Reading: Foundational Skills (RF.K.1)

Demonstrate understanding of the organization and basic features of print.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Follow words from left to right, top to bottom, and page by page a. Books have a correct position b. Print has a specific direction c. Print has meaning and is made up of letters d. Track text from left to right D. (Also in 3) Recognize and name _____ upper- and lowercase letters of the alphabet	Independently and consistently able to demonstrate understanding of the organization and basic features of print including various features of a sentence
2-3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: B. Recognize that spoken words are represented in written language by specific sequences of letters. a. Recognize that print has meaning and is made up of letters in a specific order C. Understand the words are separated by spaces in print a. Recognize that spaces separate the words b. Recognize specific words in a sentence or text	

Reading: Foundational Skills (RF.K.2)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Recognize and produce rhyming words a. Recognize the difference in syllables, sounds, and phonemes (cat,bat,fat) b. Identify and produce rhyming words	Independently and consistently able to demonstrating mastery of grade-level spoken words, syllables, and sounds
2-3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: B. Count, pronounce, blend, and segment syllables in spoken words. a. Demonstrate knowledge of syllables in a word C. Blend and segment onsets and rimes of single-syllable spoken words. a. Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) a. Name the sound for each letter in a CVC word and then blend sounds to make a word E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words a. Create new one-syllable words by adding or substituting phonemes	

Reading: Foundational Skills (RF.K.3)

➤ Know and apply grade-level phonics and word analysis skills in decoding and encoding words

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels• Read high-frequency and sight words with automaticity• Distinguish between similarly spelled words by identifying the sounds of the letters that differ	Independently and consistently able to apply grade-level phonics and word analysis skills to decode and encode words

Reading: Foundational Skills (RF.K.4)

➤ Read emergent text with one-to-one correspondence to develop fluency and comprehension skills

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">• Read emergent-readers with purpose and understanding• Read grade-level text for purpose and understanding	Independently and consistently able to read above grade-level to develop fluency and comprehension skills

Reading: Foundational Skills (RF.K.4)

➤ Read emergent text with one-to-one correspondence to develop fluency and comprehension skills

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">• Read emergent-readers with purpose and understanding• Read grade-level text for purpose and understanding	Independently and consistently able to read above grade-level to develop fluency and comprehension skills

Reading: Literature (RL.K.1)

➤ With prompting and support, ask and answer questions about key details in a text (who, what, when, where, why, how)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with extra teacher support and/or may be inconsistent	With prompting and support, able to <ul style="list-style-type: none">● Ask and prompt who, what where, when, why and how regarding details of a text● Answer when prompted and use key details from the text● Ask and answer questions about key details when prompting with who, what, where, when, why and how● Determine what key details are in a text● Understand what key details are● Ask and answer questions about key details, with support	Independently able to answer questions about key details in a text

Reading: Literature (RL.K.2)

➤ With prompting and support, retell familiar stories, including key details (who, what, when, where, why, how)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support, retell familiar stories, including key details	Independently and consistently able to retell familiar stories, including key details

Reading: Literature (RL.K.3)

➤ With prompting and support, identify the characters, settings, and major events of a story and define the role of each in telling the story

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support: <ul style="list-style-type: none">● Provide a description of characters in a story using key details.● Provide a description of the setting of a story using key details.● Provide a description of the major events in a text using key details.	Independently and consistently able to identify the characters, settings, and major events of a story and define the role of each in telling the story
3				

Reading: Literature (RL.K.4)

➤ Ask and answer questions about unknown words in a text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to: <ul style="list-style-type: none">● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content● Use strategies when faced with an unknown word	Independently and consistently able to ask and answer questions about unknown words in a text

Reading: Literature (RL.K.5)

➤ Recognize common types of text (storybooks, poems)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)	Independently and consistently able to explain the difference between common types of text
2-3				

Reading: Literature (RL.K.6)

➤ With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support: <ul style="list-style-type: none">Identify the author and illustrator of a storyExplain the role of the author and illustrator in creating the text	Independently and consistently able to identify and explain the role of the author and illustrator in a story
2-3				

Reading: Literature (RL.K.7)

- With prompting and support, describe the relationship between the illustrations and the story in which they appear (what moment in a story an illustration depicts)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher	Making progress with teacher support and/or may be inconsistent	With prompting and support <ul style="list-style-type: none">● Identify key illustrations of a story● Make clear the relationship between the illustrations and the story or text● Describe how the illustrations explain the story or text, with support	Independently and consistently able to describe the relationship between the illustrations and the story in which they appear

Reading: Literature (RL.K.9)

- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to compare similarities and differences in character's experiences within a story	Independently and consistently demonstrates all criteria of a "Meets"

Reading: Informational Text (RI.K.1)

➤ With prompting and support, ask and answer questions about key details in a text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>With prompting and support</p> <ul style="list-style-type: none">● Ask and prompt who, what where, when, why and how regarding details of a text● Answer when prompted and use key details from the text● Ask and answer questions about key details when prompting with who, what, where, when, why and how● Determine what key details are in a text Understand what key details are● Ask and answer questions about key details, with support	<p>Independently able to refer to details and examples in an appropriately leveled text when explaining what the text says explicitly;</p> <p>independently able to refer to details and examples in an appropriately leveled text when drawing inferences</p>

Reading: Informational Text (RI.K.2)

➤ With prompting and support, identify the main topic and retell key details of a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support <ul style="list-style-type: none">Identify the main topic of a textRetell key details in a text Name or illustrate some of the details about the topic	Consistently demonstrates

Reading: Informational Text (RI.K.3)

➤ With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support <ul style="list-style-type: none">● Provide a description of characters in a story using key details.● Provide a description of the setting of a story using key details.● Provide a description of the major events in a story using key details.	Independently and consistently able to identify and explain the events, procedures, and ideas within appropriately leveled text

Reading: Informational Text (RI.K.4)

➤ With prompting and support, ask and answer questions about unknown words in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support <ul style="list-style-type: none">● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content● Use strategies when faced with an unknown word	Independently and consistently able

Reading: Informational Text (RI.K.5)

- . Identify the front cover, back cover, and title page of a book.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support in	Making progress with teacher support and/or may be inconsistent	Able to identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)	Independently and consistently
2-3				

Reading: Informational Text (RI.K.6)

- Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support i	Making progress with teacher support and/or may be inconsistent	<ul style="list-style-type: none">Independently able to Identify the author and illustrator of a storyExplain the role of the author and illustrator in creating the text	Independently and on the events
3				

Reading: Informational Text (RI.K.7)

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support <ul style="list-style-type: none">Identify key illustrations of a storyMake clear the relationship between the illustrations and the story or textDescribe how the illustrations explain the story or text, with support	Independently and consistently able to analyze text features within online resources to demonstrate a deeper understanding of the text

Reading: Informational Text (RI.K.8)

➤ With prompting and support, identify the reasons an author gives to support points in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support Develop ability to recognize the reasons an author gives to support points in the text	Independently and consistently able to

Reading: Informational Text (RI.K.9)

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With prompting and support Discuss similarities and differences between two texts on the same topic	Independently and consistently able to

Writing (W.K.1)

➤ Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> Express opinion or likes and dislikes about a topic or book State an opinion or preference Dictate thinking and/or illustrate ideas and write ideas Choose self-selected topics <ul style="list-style-type: none"> Begin to develop ability to support opinion or preference with a reason 	Independently and consistently able to meet most or all components for writing a quality opinion piece (introduce a clearly stated opinion, sample reasons to support the opinion, smooth transitions from one opinion to the next, and a conclusion);
3				

Writing (W.K.2)

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Draw tell, write about topics that is well known● Name what is being written about● Supply additional information about the topic	Independently and consistently able to meet most or all components (topic, development of relevant information, text features, and a concluding statement) for informational writing; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing
3				

Writing (W.K.3)

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Tell, draw and write a story about something that happened● Show what happens first● Put the pages in order● Tell what happens last	Independently and consistently able to
2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Tell, draw and write a story about something that happened● Show what happens first● Put the pages in order● Tell what happens last	Independently and consistently able to

Writing (W.4)

➤ Begins in 4th grade

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3				

Writing (W.K.5)

- With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support	With designed guidance from teachers is able to <ul style="list-style-type: none">● Tell, draw and write a story about something that happened● Show what happens first● Put the pages in order● Tell what happens last	Independently plans, makes revisions, and edits writing in a manner that demonstrates an active awareness of how to make improvements

Writing (W.K.6)

- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	With guidance Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)	Independently able to use technology appropriately when producing and publishing writing

Writing (W.K.7)

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Understands their job and how they will contribute to the project from beginning to end	Independently able to

Writing (W.K.8)

- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support	Independently able to

Writing (W.9)

➤ Begins in 4th

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels

Speaking and Listening (SL.K.1)

➤ Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Is able to</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	Engages in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics & build on others' ideas and express own ideas clearly
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Is able to</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>	Engages in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics & build on others' ideas and express own ideas clearly

Speaking and Listening (SL.K.2)

- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to <ul style="list-style-type: none">● Ask and answer questions about a text read aloud or information through other media to better student understanding● Practice asking questions for clarification	Able to effectively

Speaking and Listening (SL.K.3)

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">• Use strategies for asking questions that are on a topic• Use strategies for understanding and answering questions asked of them	

Speaking and Listening (SL.K.4)

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Describe familiar peopleTell about familiar placesDescribe memorable eventsExplain familiar eventsReport facts and details about an experience	

Speaking and Listening (SL.K.5)

➤ Add drawings or other visual displays to descriptions as desired to provide additional detail.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Construct drawings or gather other visual media when describingPresent information to others using appropriate visual displays to add detail	

Speaking and Listening (SL.K.6)

➤ Speak audibly and express thoughts, feelings, and ideas clearly.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Express thoughts and feelings and ideasSpeak audibly to naturally express ideas	

Language (L.K.1)

Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to B. Use frequently occurring nouns and verbs. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). E. Use the most frequently occurring prepositions (e.g., to, from	Demonstrates a strong command
2-3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: A. Print many upper- and lowercase letters. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). F. Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Distinguish between upper and lower case letters ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) ● Understand and use question words (e.g., who, what, where, when, why, how) appropriately ● Produce and expand complete sentences in shared language activities 	

Language (L.K.2)

➤ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				Consistently uses
2-3			<p>A. Capitalize the first word in a sentence and the pronoun</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <ul style="list-style-type: none">● Knows how to write a sentence● Demonstrate convention in one's own writing: capitalization● Demonstrate convention in one's own writing: end punctuation● Demonstrate convention: produce phonemes in one's own writing● Demonstrate convention: show understanding of basic phonics when	

Language (L.K.3)

➤ Begins in 3rd Grade

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3				

Language (L.K.5)

➤ With guidance and support from adults, explore word relationships and nuances in word meanings.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to demonstrate ability to meet all criteria in Trimester 1 and: B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	

Language (L.K.4)

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	Independently able to determine the meaning of above grade level unknown and multiple-meaning words using a variety of strategies (context, above grade level affixes and roots, use of reference materials)

Language (L.K.6)

➤ Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<ul style="list-style-type: none">● Explore word relationships and nuances in word meaning● Categorize common objects● Sort common objects● Draw conclusions about the category representations	Effectively uses figurative language; demonstrates a strong understanding